ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: Carnival of the animals TERM: Spring YEAR GROUP: 2

Which movement from The Carnival of the Animals is my favourite and why?	
END OF UNIT OUTCOME	A postcard written to parents about the Carnival of the Animals and a description of their favourite movement (include QR code link to the movement)
OBJECTIVES	• play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
CONCEPT: Leadership	Saint Saens as a leader in composition Conductor as a leader of orchestra
LESSON 1 QUESTION	Can I represent different animals using a percussion instrument?
KEY KNOWLEDGE	To know that music can inspire movement: To know that music can be created to portray a certain character or animal by listening to examples
RICH TASK	Annotate key question to identify prior knowledge. Play each piece of music one at a time and ask the children to move around the room in a way that reflects that piece of music. Display on the interactive whiteboard pictures of: a bee, snake, cat, elephant, sloth. Ask the children to move around the room in the way in which that animal moves. Introduce a range of percussive instruments and allow children time to experiment with them. Then, explore how they could use different instruments to represent an animal. Ask them to explain their choices each time. In small groups, the children practise representing the different animals with different instruments. Then swap instruments. Listen as a class and provide feedback.
SUPPORT AND CHALLENGE	**Support:** • Model clear examples (e.g., slow drum for elephant, fast shaker for bee). • Provide picture cues of each animal while children play.

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<table>
<tr><td></td><td colspan="3">Challenge:
• Ask pupils to explain how their playing matched tempo, dynamics or pitch.</td></tr>
<tr><td>KEY VOCABULARY</td><td>percussion, instrument, sound, loud, quiet, fast, slow, movement, represent, anima</td><td>RESOURCES</td><td>Fast music - Vivaldi - ‘Storm’
www.youtube.com/watch?v=RlqI_lAkIfM
Slow music - Beethoven - ‘Moonlight Sonata’
www.youtube.com/watch?v=4Tr0otuiQuU
Quiet music - Holst - ‘Venus’ from ‘The Planets’ suite www.youtube.com/watch?v=K1f8HjIkU3M
Loud music - Prokofiev - ‘Dance of the Knights’
https://www.youtube.com/watch?v=bBsKplb2E6Q

percussion instruments</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">Can I imagine what animal a piece of music represents?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">To know that music can be created to portray a certain character or animal
To know that Sains-Saens was a French composer (1835-1921)
To know that Natural History fascinated Saint Saens, who liked nothing better than a day out at the zoo.

To know that fourteen short movements are scored for just eleven performers:
• two pianos
• two violins, viola, cello, double bass
• flute /piccolo
• clarinet (C and Bb)
• glass harmonica (now usually glockenspiel)
• xylophone</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Introduce the composer Camille Saint Saens and the Carnival of the Animals. Show images of all animals Saint Saens wrote about.
Then, put up pictures of:
Lions
Elephants
Kangaroos
Aquarium
Birds
Fossils / dinosaur skeletons
And discuss what we know about each of these animals. How do they move? What do they do?

In pairs, listen to each of the movements above and ask children to predict which animal it is and why.</td></tr>
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<tr><td></td><td colspan="3">Reveal answers and explore the instruments that are used for each movement.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support:
• Give children a set of animal picture cards to choose from when guessing.
• Adult-led small group discussion for those who need help describing sounds.

Challenge:
• Ask pupils to predict which instruments might be playing and why.
• Encourage them to justify predictions using musical language (e.g. “The music is heavy so I think it is the elephant”).</td></tr>
<tr><td>KEY VOCABULARY</td><td>composer, Camille Saint-Saëns, orchestra, movement, predict, instrument, lion, elephant, kangaroo, aquarium, fossils</td><td>RESOURCES</td><td>https://www.youtube.com/watch?v=ec69Qh-OkGA Carnival of the animals listening game

https://www.youtube.com/watch?v=ZFJf3rHd69c&list=PL5EDDC3CD0593C9E0&index=10 (Youtube playlist)</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">Can I use musical language to describe the speed, volume and tune of a piece of music?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">To know that Saint-Saens wrote each movement to depict a particular animal using tempo, duration, dynamics, pitch, rhythm & melody to portray these.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Listen to the swan and then the aviary movements. What is the same? What is different?

Introduce tempo, dynamics, pitch, rhythm, melody.
Use percussion instruments to play at different tempos and dynamics. Practise slowing down/speeding up and maintaining dynamic. Practise getting louder/ quieter but maintaining tempo.
Ask a child to play a rhythm and for others to copy.

Return to the tortoise and aviary. Can we make a comparison now, using these new musical terms?

Pupils choose 2 other movements to compare.</td></tr>
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SUPPORT AND CHALLENGE	**Support:** • Provide visual symbols for tempo (tortoise = slow, bird = fast). • Give simple sentence starters: "The music is…", "It sounds…", "It is faster/slower than…". **Challenge:** • Encourage use of full musical vocabulary: tempo, dynamics, pitch, rhythm, melody. • Ask pupils to compare 2 movements using similarities *and* differences.		
KEY VOCABULARY	tempo (speed), dynamics (loud/quiet), pitch (high/low), rhythm (pattern of beats), melody (tune), compare, same, different	**RESOURCES**	percussion instruments
LESSON 4 QUESTION	Can I explain why I enjoy a piece of music?		
KEY KNOWLEDGE	To know that music can be created to portray a certain character or animal by listening to examples		
RICH TASK	Which movement of the Carnival of the Animals is your favourite? Why? Listen to favourite movement using ipads and headphones. Respond by drawing and writing words that the movement makes you think of. Remind pupils of the musical terms we learnt last session to help them describe the movement. Children write a short paragraph explaining which is their favourite movement and why,		
SUPPORT AND CHALLENGE	**Support:** • Provide word mats with musical vocabulary and feelings eg(happy, calm, excited, scared). **Challenge:** • Encourage pupils to refer to specific musical elements (e.g. "I like the high pitch of the flute because it sounds like a bird").		
KEY VOCABULARY	opinion, favourite, tempo, pitch, dynamics,	**RESOURCES**	Ipads Headphones Qr codes

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	rhythm, melody, movement, describe, feelin		
LESSON 5 QUESTION	Which movement from The Carnival of the Animals is my favourite and why?		
KEY KNOWLEDGE	As above		
RICH TASK	Children create postcards to send their parents about The Carnival of the Animals. Include: composer, facts about the musical suite, their favourite movement and why. Illustrate with corresponding animal and include QR code so parents can listen to movement at home. Listen to The Kanneh Masons, Michael Morpurgo and Olivia Coleman - poems and Music		
SUPPORT AND CHALLENGE	**Support:** • Provide postcard sentence starters ("My favourite movement is…", "I like it because…"). • Use writing frames with simple boxes for illustration, facts, and the favourite movement. **Challenge:** • Use multiple musical terms. • Challenge pupils to include 2–3 facts about Saint-Saëns as a leader of composition.		
KEY VOCABULARY	Revision of all above	**RESOURCES**	Postcard templates with QR codes